

Unit Planning Guide: Grade _2_ Unit __6_ of __8_

Unit Title: Geometry	Pacing (Duration of Unit): 4 weeks
Grade: 2	Buffer Day(s):

Desired Results

Transfer Goals (Priority practice standards in **bold**)

Students will be able to independently use their learning to:

- MP.1. **Make sense of problems and persevere in solving them.**
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. **Model with mathematics.**
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. **Look for and make use of structure.**
- MP.8. **Look for and express regularity in repeated reasoning.**

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Prerequisite Standards:

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Standards (Priority Standards in **bold**):

- **2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.**
- **2.G.2 Partition a rectangles into rows and columns of same-size squares and count to find the total number of them.**
- **2.G.3 Partition circles and rectangles into two, three or four equal shares, describe the shares using the words halves, thirds, half of, third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes needs not have the same shape.**

Meaning (*Mostly assessed through Performance Tasks/Assessments)

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<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> • Shapes have attributes such as sides, angles, vertices, faces, and edges. • Shapes can be divided into equal parts which can up with the understanding of fractions and multiplication 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> • How do we describe geometric figures and where do we find them? • What strategies can I use to count the total number of equal-sized squares in a rectangle?
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • Differences between triangles, quadrilaterals, pentagons, hexagons and cubes • Attributes of shapes • the faces of solid or hollow figures are plane figures • The fraction name (half, third, fourth) indicates the number of equal parts in the whole. • Equal shares of identical wholes may not have the same shape. For example, fourths can be represented in multiple ways (i.e. with diagonal, horizontal, vertical cuts) and although they look different they represent the same amount/size piece. <ul style="list-style-type: none"> • Key Academic Vocabulary: • unit 	<p>Skills: The discrete skills and process students should be able to use independently.</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Identifying and describing shapes based on geometric properties (Remember) • Investigating what happens when geometric figures are cut apart (Analyze) • Partitioning shapes into equal shares by cutting, slicing, or dividing (Applying) • Representing halves, thirds, and fourths using rectangles and circles to create fraction models (Understand)

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- angle
- attribute
- column
- cube
- edge
- face
- fourths
- fraction
- halves
- hexagon
- partition
- pentagon
- quadrilateral
- rectangle
- row
- shapes
- square
- thirds
- trapezoid
- triangle
- vertex/vertices
- whole

Resource Suggestions:

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